



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

argument and finally falls back on the conception he formed when reading the *Iliad* in school. The book is a compilation from the works of Schliemann, Evans, Murray, Browne, Hogarth and others, and presents a consecutive story which adds greatly to its value as far as the general reader is concerned. Most of the chapters are devoted to the results of excavations in Crete, and the main thread is found in the traditions which clustered around Knossos, the capital of Minos. The story of the Minoan kings is told from all the evidence accumulated at this site and at other places in Crete and on the Mediterranean. The conquest of the sea, the stages of culture during the various periods of Minoan civilization, the inferences concerning the conditions of life under the rulers and the repulses which finally marked the end of the sway of the Cretan kings are presented in so logical and convincing a manner that the discoveries of the archaeologists may now become the property of the general public. R. M. BROWN.

**Cliff Castles and Cave Dwellings of Europe.** By S. Baring-Gould. 324 pp. Ills., index. J. B. Lippincott Co., Philadelphia. 1911. \$3.50. 9 x 6.

In this book are descriptions of many localities, under modern governments, where elaborate tunnels form the shelter of people living in various stages of civilization. The accounts of these cave dwellings are amazing, and it is difficult to believe that so primitive a stage of culture exists in highly civilized states of Europe. A reversion to savagery is not uncommon, and in cases it may be explained and condoned; but there is no condemnation too severe for the community which allows a reverted people to bring up children under their degraded status of living. This condition seems not to be unknown in any country, and minute accounts are given of these modern troglodytes in France, England and Scotland. There are also many instances where tunnels under the ground and in cliffs were used as habitations by refugees who were fearful of their lives under the stress of tyrannical states of society. A large number of cliff castles, subterranean churches, rock hermitages, rock monasteries, dens of robbers and rock sepulchres are minutely described by pictures, drawings and text. The work shows a vast amount of investigation, and no feature of the conditions of life in the caves of Europe seems to have been neglected. It is undoubtedly the most complete account of troglodyte life in historic times that has been published. R. M. BROWN.

### EDUCATIONAL

**High School Geography.** Physical, Economic, and Regional. By Charles R. Dryer. Parts I and II. Physical and Economic. 340 pp. Maps, ills., index. American Book Co., New York. 1911. \$1.20. 8 x 5½.

This is the first book of its type to appear. School men and geographers have been recommending that high school geography be "humanized" by the omission of the less practical phases of physical geography and substitution thereof of material on economic and regional geography. In this book Prof. Dryer gives eighteen chapters to physical geography and four to economic geography. A second book, on regional geography, is soon to appear. The two will constitute a one-year course.

The book is interesting in what it omits as well as in what it includes. Under the single heading—The Land—the author compresses Structure and Relief, Plains, Plateaus, Mountains, Hills, Valleys, Volcanic Lands and Earthquakes—

topics which make up a half dozen chapters in the usual text book. Dynamic processes come in for rather full treatment. Soil receives a short chapter (10 pages), and climate a long one (24 pages). The Sea, Coasts and Ports all together receive less space than Gradation by Running Water. The work of Ground Water and Wind are very briefly treated. Practically every topic includes a discussion of the *Economic Relations*. The geographical distribution of plants, animals and man has from 10 to 12 per cent. of the space. Natural resources, food, clothing, constructive materials, and the industries get nearly 20 per cent.

The topics omitted and those selected for treatment have been chosen with good judgment. The moderate size of the book is in its favor. The maps and other illustrations are excellent. More than twenty-five maps in colors are included. In style and diction the book seems better suited to mature readers than to young pupils in the high school. The treatment is terse, and the subject matter is thoroughly dependable, but the facts are not presented in so interesting a way as could be wished.

R. H. WHITBECK.

**Physiography for High Schools.** By Albert L. Arey, Frank L. Bryant, William W. Clendennin, and William T. Morrey. vi and 438 pp. Maps, ills., appendix. D. C. Heath & Co., New York. 1911. \$1.25. 8½ x 5½.

The authors are teachers in New York City high schools. Being the first modern physical geography written by high school teachers, one is anxious to discover if it differs essentially from the books written by college teachers for high school use. It does not appear that in either language or subject matter the book is easier or simpler than other physical geographies. The book is a fusion of the old ideas of physical geography and the newer ideas. The authors say frankly that they intentionally introduce topics which are usually treated under Astronomy, Geology, and Meteorology because high school pupils ought to study them. In this respect the book returns to the type in use a generation ago. More than usual attention is given to the economic phases of the topics treated, and this is highly commendable. Even more attention might well have been given to the economic side. In this particular the book reflects the newest ideas advanced by friends of physical geography.

Some of the illustrations are good and some are poor. There are few colored maps. Questions follow each chapter. The book is plainly modeled on the New York state syllabus. At least a brief treatment of land forms, soil, rocks and streams should come earlier in the book for the sake of autumn field trips. On the whole, the book is well balanced and sane. It represents both reactionary and progressive tendencies.

R. H. WHITBECK.

## PHYSICAL GEOGRAPHY

**Earth Features and Their Meaning.** An Introduction to Geology. For the Student and the General Reader. By William Herbert Hobbs. xxxix and 506 pp. Maps, ills., index. The Macmillan Co., New York. 1912. \$3. 9 x 6.

A book of thirty-one chapters and several appendices, giving in a simple way and without too many technicalities the outline of modern geologic theory and knowledge. The earlier chapters deal with the figure of the earth, the study of rock materials, rock structures, earthquakes and earth movements, vulcanism, weathering and the other erosive processes, with a special emphasis on glaciation; the later chapters include the study of lake basins, lakes, and the origin